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ENG 3402-001: Methods of Teaching Literature in Secondary Schools

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ENGLISH 3402: METHODS OF TEACHING LITERATURE IN SECONDARY SCHOOLS

Fall 2000

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Hours: T&Th: 10-11:30

Wed: 10-11, and by appt.

I. Course Description

Primarily, this course explores various approaches to the study of literature in secondary schools; however, you will also prepare a professional portfolio and participate in secondary school classes for a total of 10 pre-clinical clock-hours. In addition, we will consider other matters of concern for the secondary English teacher such as vocabulary, grammar, composition, media, reading, speaking, non-fiction, assessment in English, technology in the classroom, and professional issues in English.

Texts

Burke, Jim. The English Teacher's Companion: A Complete Guide to Classroom, Curriculum, and the Profession. Portsmouth, NH: Heinemann, 1999.

Christenbury, Leila. Making the Journey: Being and Becoming a Teacher of English 2nd. Ed. Language Arts. Portsmouth, NH: Heinemann, 1994.

Oliver, Eileen Iscoff. Crossing the Mainstream: Multicultural Perspectives in Teaching Literature. Urbana: NCTE, 1994

Requirements

You must complete all parts of all assignments to receive credit for the course.

Attendance

Attendance is mandatory. If an emergency arises making it necessary for you to miss class, the time can be made up by attending a pre-approved workshop, lecture, or other activity appropriate to the course description.

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

II. Course Objectives

Upon successful completion of this course you will

- ✓ Be aware of current theories in literature pedagogy
- ✓ Know a variety of strategies for involving students with literature
- ✓ Have a greater awareness of the role young adult literature can play in the classroom
- ✓ Understand the importance of including multicultural literature in the curriculum

Please note that between English 3401 and English 3402 you should meet the performance standards designated by NCTE for teaching the English Language Arts. A copy of these standards will be provided.

III. Course Requirements

- A. Response Journals: These notebooks or disks include your responses to assigned readings and to your research. Be certain to note the page and give some general background for the source that stimulated your reaction. See the "Project Sheet" for further information.. Occasionally, we will use class time to respond to each other's journals.

Responses journals should also be viewed as sources for class/group discussions. I encourage you to discuss questions and /or concerns you have about ideas, theories, and methods in your response journal.

- B. Professional Portfolio: I will give you a handout indicating the types of materials to be included. The Portfolio is part of the departmental requirements for permission to student teach. As part of this requirement, you must set up a placement file with Career Services and indicate that your references are on file.

- C. Research Project: Near the middle of the term, we will discuss various areas of interest members of the class have identified in literature pedagogy--areas such as literature study circles, teaching ethics and values through literature, gender issues, diversity issues, creative dramatics, using YAL in the classroom, technology in the English classroom, etc. Other areas of interest such as Language, Diversity, etc. may also be considered for this project. Through negotiation we will form groups of three or four to research these areas. The goal will be to produce individual papers suitable for presentation at the Spring English Education Conference on April 18th in Coleman Hall. Each member of the class will also participate in planning and producing the conference. Details will be provided later. See "Project Sheet" for additional details.

- D. English Journal Responses: These are one-page typed responses to articles from the English Journal, or a similar journal, on literature pedagogy. You will provide a copy of the article glossed and highlighted. Write a summary of the main ideas and your response. Follow MLA guidelines for this report.

- E. Novels: You will choose one or more young adult novels and prepare a two-page handout, which will provide a brief summary, three or four selected passages which reflect the book's tone, content, style, etc., finally, your thoughts about its value for students, and suggestions for at least two other novels to be used with it. You will make copies for everyone in the class.

In addition to the young adult novel, you will choose one or more multicultural novels from recommended lists (several are listed in your texts, but you may find them in the English Journal and other sources), provide the same information as noted above, and make copies for everyone in the class.

F. Participation:

You may be asked to develop various assignments such as writing Prompts, questions, writing assignments, quizzes, tests, lesson plans, rationales, and presentations in addition to class discussion and group work which are extremely important to this class.

Clinical Experience

You must complete 10 hours of participation in language arts/English classes on-site during this course. Because you must have an active experience, you must be prepared to suggest suitable activities you can competently perform in the classroom for the participating teacher(s). We will brainstorm such a list.

After the office of Clinical Experience makes the initial contact with a public school, perhaps the high school or junior high you attended, meet with an English/language arts teacher, preferably one you know well, so that you can work with that person in a professional manner.

Remember, you must complete the form available from the Office of Clinical Experiences in Buzzard so they can make the initial contact with the school you will be working with. You must find a teacher who will allow you to teach or participate in some manner for a total of 10 contact hours in the classroom. In addition, you must write a reflective essay based upon the experience. This essay should not exceed two pages.

Assessment

Response Journal	300 points
Professional Portfolio (organization, eye appeal, clarity, thoroughness	50 points
Research Project (Group)	300 points
English Journal Responses	100 points
Novels	300 points
Participation	100 points
Attitude, involvement in class, interaction, leadership, preparedness	100 points
Attendance	-30 points
Each absence if time not made up)	

Grades will be based upon the standard 90%-100% = A, 80%-89% = B, etc. of the total number of points earned. Note: assignments may change, so these values are only indicative of the course work and they may change as the course progresses.

DRAFT

Weekly Schedule

August

22- 24 Introduction to the class.

Reading assignment: Chapter I in Making the Journey (MJ).

29-31 Chapters 2 and 4 in MJ.

Discussion of National and State Standards

September

Literature

5-7 Reading Assignment: The English Teacher's Companion (ETC) "Adult Literacy" and "Teaching Reading": Chapters 3 and 4

12-14 Workshops

19-21 Reading Assignment: MJ "Teaching Literature: Theoretical Issues": Chapter 5;
Choose 1st YA novel

26-28 Reading Assignment: MJ "Teaching Literature: Practical Matters" : Chapter 6

October

3-5 Reading Assignment: Crossing the Mainstream—Individual Readings Assigned for Reports
Choose Multicultural Novel

10-12 Reading Assignment: ETC: Chapter 9, "Thinking" and MJ: Chapter 9, "Questioning

17-19 Reading Assignment: ETC: Chapter 6, "Putting Grammar in its Place" and MJ: Chapter 7,
"Teaching Language"

24-26 Reading Assignment: ETC: Chapter 5, "Vocabulary"
Workshops

Note: IATE FALL CONFERENCE, SPRINGFIELD, OCTOBER 27-28

31 YAL Reports

November

2 Reading Assignment: ETC: Chapter 11, "Assessment"

7-9 Multicultural Novel Reports
Workshop

14-16 Reading Assignment: MJ: Chapter 10, “Media Literacy” and ETC: Chapter 13, “Media Literacy”

21-23 Reading Assignment: ETC, Chapter 8, “Speaking and Listening”

28-30 Workshop
English Education Conference

December

5-7

There is no final examination in English 3402